DOCUMENT RESUME

ED 474 560 SO 032 267

TITLE	Montana Standards for Arts.
INSTITUTION	Montana State Office of Public Instruction, Helena.
PUB DATE	2000-10-00
NOTE	14p.
AVAILABLE FROM	Office of Public Instruction, State of Montana, P.O. Box 202501, Helena, MT, 59620-2501. Tel: 888-231-9393 (Toll Free); Web site: http://www.opi.state.mt.us/.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Academic Standards; Art Education; Benchmarking; *Dance; Elementary Secondary Education; *Fine Arts; *Music; Public Schools; Skill Development; *State Standards; Student Development; *Theaters; *Visual Arts
IDENTIFIERS	*Montana; Performance Levels

ABSTRACT

Arts cultivate the whole child, building many kinds of literacy while developing intuition, reasoning, creativity, imagination, and dexterity into diverse forms of expression and communication. The arts enable students to make decisions and seek multiple solutions. They advance higher order thinking skills of analysis, synthesis, and evaluation. Arts education engages students in a creative process that helps them develop the self motivation, discipline, cooperation, and self-esteem necessary for success in life. The arts consist of dance, music, theater, and visual arts. Montana state content standards indicate what students should know, understand, and be able to achieve in a specific area. Performance standards descriptions provide a picture of student achievement at the four performance levels: (1) advanced, (2) proficient, (3) nearing proficiency, and (4) novice. Benchmarks define expectations for student knowledge, skills, and abilities along a developmental continuum in each content are. That continuum is focused at three points at the end of grades 4, 8, and 12. The six content standards are that students: (1) create, perform/exhibit, and respond in the arts; (2) apply and describe the concepts, structures, and processes in the arts; (3) develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning; (4) analyze characteristics and merits of their work and the work of others; (5) understand the role of the arts in society, diverse cultures, and historical periods; and (6) make connections among the arts, other subject areas, life, and work. (BT)

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The Montana Office of Public Instruction

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MONTANA STANDARDS FOR ARTS

Arts have intrinsic value. They cultivate the whole child, building many kinds of literacy while developing intuition, reasoning, creativity, imagination, and dexterity into diverse forms of expression and communication. The Arts enable students to make decisions and seek multiple solutions. They improve perception, reflection, and creative thought. They advance higher order thinking skills of analysis, synthesis and evaluation. The Arts provide powerful tools for understanding human experiences and cultures—past, present and future.

Arts education engages students in a creative process that helps them develop the self-motivation, discipline, cooperation and self-esteem necessary for success in life.

The Arts consists of Dance, Music, Theatre and Visual Arts. The content and performance standards for the Arts describe what all Montana students should know and be able to do in the Arts. Although literary arts are generally considered a part of the Arts, standards for the literary arts are integrated throughout the Communication Arts.

Content Standards indicate what all students should know, understand and be able to do in a specific content area.

Benchmarks define our expectations for students' knowledge, skills and abilities along a developmental continuum in each content area. That continuum is focused at three points—at the end of grade 4, the end of grade 8 and grade 12.

Content Standard 1—Students create, perform/exhibit, and respond in the Arts.

Content Standard 2—Students apply and describe the concepts, structures, and processes in the Arts.

Content Standard 3—Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Content Standard 4—Students analyze characteristics and merits of their work and the work of others.

Content Standard 5—Students understand the role of the Arts in society, diverse cultures, and historical periods.

Content Standard 6—Students make connections among the Arts, other subject areas, life, and work.

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Arts Content Standard 1

Students create, perform/exhibit, and respond in the Arts.

Rationale

Students understand and express themselves in depth through an art form by:

- *generating original art;*
- *participating, re-creating, and exhibiting; and*
- *reacting and placing value.*

As a result, they arrive at their own knowledge and beliefs for making personal and artistic decisions.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. identify their own ideas and images based on themes, symbols, events and personal experiences.	1. create a work from their own ideas and images based on themes, symbols, events and personal experiences.	1. conceive and create works of art.
2. use a variety of materials and sources to experiment with an art form.	2. select a variety of materials and sources to demonstrate a specific art form.	2. demonstrate imagination and technical skill in a minimum of one art form using traditional and nontraditional resources.
3. present their own work and works of others.	3. prepare and/or revise works for presentation.	3. select or adapt the elements of a presentational style.
4. collaborate with others in the creative process.	4. collaborate with others to make artistic choices.	4. apply artistic discipline (e.g., concentration and focus) to complete a collaborative work.
5. describe how a variety of materials, techniques and processes cause different responses.	5. describe and analyze artistic choices in their own work and works of others.	5. articulate meaning by describing and analyzing artistic choices in their own work and works of others.

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Arts Content Standard 2

Students apply and describe the concepts, structures, and processes in the Arts.

Rationale

The ability to use and share knowledge is fundamental to human experience. The Arts: Dance, Music, Theatre, Visual Arts, provide many of the tools for students to successfully interact with their world.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. COMPOSITION— **Dance:** apply the elements of space (shape, level, path in space, pattern, form), time (duration, rhythm), and energy (movement quality) to compose dance phrases. **Music:** apply the elements of rhythm, melody, harmony, timbre/tone color, and form. **Theatre:** apply the elements of plot, character and setting. **Visual Arts:** apply the elements of line, shape, form, color, space, value, and texture to compose works of art and the principals of design-pattern, balance, contrast, rhythm, proportion, economy, movement, dominance.	1. COMPOSITION— **Dance:** apply the elements of space (shape, level, path in space, pattern, form), time (duration, rhythm), and energy (movement quality) to compose dances. **Music:** apply the elements of rhythm, melody, harmony, timbre/tone color, and form. **Theatre:** apply the elements of plot, character, setting and mood. **Visual Arts:** apply the elements of line, shape, form, color, space, value, and texture to compose works of art and the principals of design-pattern, balance, contrast, rhythm, proportion, economy, movement, dominance.	1. COMPOSITION— **Dance:** apply the elements of space (shape, level, path in space, pattern, form), time (duration, rhythm), and energy (movement quality) to compose dances. **Music:** apply the elements of rhythm, melody, harmony, timbre/tone color, and form. **Theatre:** apply the elements of character and plot as exposition, action, climax, and resolution. **Visual Arts:** apply the elements of line, shape, form, color, space, value, and texture to compose works of art and the principals of design-pattern, balance, contrast, rhythm, proportion, ecomony, movement, dominance.
2. TECHNIQUES— **Dance:** identify and apply the techniques of body awareness (e.g., control, flexibility, dynamics, expression, musicality) in class and performance. **Music:** identify and apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation and improvisation. **Theatre:** identify and apply techniques to develop scenarios, direct and act. **Visual Arts:** identify and apply the techniques common to drawing, painting, sculpture, design, printmaking, and indigenous/traditional arts.	2. TECHNIQUES— **Dance:** apply the techniques of body awareness (e.g., control, flexibility, dynamics, expression, musicality) in class and performance. **Music:** apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation. **Theatre:** apply techniques to write, direct, act, and design. **Visual Arts:** apply knowledge of techniques to create works (e.g., painting, drawing, printmaking, photography, computer arts, graphic design, sculpture, and indigenous/traditional arts).	2. TECHNIQUES— **Dance:** apply the techniques of body awareness (e.g., control, flexibility, dynamics, expression, musicality) in class and performance. **Music:** apply the techniques of expressive devices, dynamics, tempo, phrasing, accompaniment, interpretation, and improvisation. **Theatre:** apply techniques to write, direct, act, design and produce. **Visual Arts:** apply techniques to create works (e.g., painting, drawing, printmaking, photography, computer arts, graphic design, sculpture, and indigenous/traditional arts).
3. MEDIUM— **Dance:** demonstrate the human body in motion. **Music:** perform vocal and/or instrumental solos, or in ensembles. **Theatre:** perform in ensemble (e.g., live, film, video productions). **Visual Arts:** select a course of action using two-dimensional processes (e.g., paint-	3. MEDIUM— **Dance:** demonstrate the human body in motion. **Music:** perform vocal and/or instrumental solos, or in ensembles. **Theatre:** perform solo and in ensemble (e.g., mime, live, film, video productions). **Visual Arts:** select a course of action using two-dimensional processes (e.g., painting,	3. MEDIUM— **Dance:** demonstrate the human body in motion. **Music:** perform vocal and/or instrumental solos, or in ensembles. **Theatre:** perform solo and in ensemble (e.g., mime, live, film, video productions). **Visual Arts:** select a course of action using two-dimensional processes (e.g., painting,

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Arts Content Standard 2 (cont.)

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
ing, drawing, printmaking) and the three-dimensional processes (e.g., sculpture and indigenous/traditional arts).	drawing, printmaking, photography, computer arts) and the three-dimensional processes (e.g., sculpture, indigenous/traditional arts).	drawing, printmaking, photography, computer arts, graphic design) and three-dimensional processes (e.g., sculpture, indigenous/traditional arts).
4. FUNCTION— **Dance:** identify examples of social, theatrical, and traditional dance. **Music:** identify examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment). **Theatre:** perform in classroom or school programs/productions. **Visual Arts:** identify examples of cultural, political, communication, expressive, commercial, and environmental visual arts.	4. FUNCTION— **Dance:** identify examples of social, theatrical, and traditional dance. **Music:** perform examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment). **Theatre:** perform in classroom or school programs/productions. **Visual Arts:** demonstrate and compare examples of cultural, political, communication, expressive, commercial, and environmental visual arts.	4. FUNCTION— **Dance:** identify examples of social, theatrical, and traditional dance. **Music:** perform and compare examples of music (e.g., ceremonial, celebration, concerts, theatre, dance, film, social, community, entertainment). **Theatre:** perform in classroom or school programs/productions. **Visual Arts:** demonstrate and compare examples of cultural, political, communication, expressive, commercial, and environmental visual arts.
5. STYLE— **Dance:** identify examples of folk, popular, and contemporary (e.g., ballet, jazz, modern, tap) dance. **Music:** identify examples of music (e.g., folk, jazz, ethnic, popular, classical, time period). **Theatre:** identify and perform examples of theatre (e.g., comedy, melodrama). **Visual Arts:** identify examples of historical, contemporary, and traditional visual arts, including American Indian art.	5. STYLE— **Dance:** identify examples of folk, popular, historical, and contemporary (e.g., ballet, jazz, modern, tap) dance. **Music:** perform examples of music (e.g., folk, jazz, ethnic, popular, classical, time period). **Theatre:** perform examples of theatre (e.g., comedy, melodrama, plays from historical periods). **Visual Arts:** demonstrate examples of historical, contemporary, and traditional visual arts, including American Indian art.	5. STYLE— **Dance:** identify examples of folk, popular, historical, and contemporary (e.g., ballet, jazz, modern, tap) dance. **Music:** perform examples of music (e.g., folk, jazz, ethnic, popular, classical, time period). **Theatre:** perform examples of theatre (e.g., comedy, tragedy, melodrama plays from historical periods). **Visual Arts:** demonstrate examples of historical, contemporary, and traditional visual arts, including American Indian art.
6. PRESENTATION— **Dance:** show dance composition with peers, emphasizing focus and concentration. **Music:** participate in performances. **Theatre:** demonstrate storytelling and creative dramatics. **Visual Arts:** exhibit craftsmanship, completion, and develop a body of work.	6. PRESENTATION— **Dance:** rehearse, perform, and critique dance. **Music:** rehearse, perform, and critique musical performances. **Theatre:** rehearse, perform, and critique storytelling and improvisation. **Visual Arts:** exhibit craftsmanship, completion, and develop a body of work.	6. PRESENTATION— **Dance:** rehearse, perform, and critique dance. **Music:** rehearse, perform, and critique musical performances. **Theatre:** rehearse, perform, and critique improvisation and performances. **Visual Arts:** exhibit craftsmanship, completion, and develop a body of work.

Arts Content Standard 3

Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

Rationale

Artistic expression is a critical form of self-expression and communication requiring specific skills, knowledge, and techniques. In the Arts there is no one correct answer. Students must exercise judgment. This helps to develop the ability to weigh the benefits among alternative courses of action. This process yields multiple rather than singular solutions.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. use art materials, techniques, technologies, and processes to create general responses.	1. use art materials, techniques, technologies, and processes to create specific responses.	1. use art materials, techniques, technologies, and processes to create specific products and responses to ideas.
2. communicate meaning through the art forms from selected subject matter.	2. communicate intended meaning based on their own ideas and concepts from other sources.	2. communicate intended meaning through the interpretation of a subject.
3. explore potential solutions to a given problem through the Arts.	3. use improvisation/experimentation to determine solutions.	3. use improvisation/experimentation to predict potential solutions to problems and pose new problems.
4. use technical skills. **Dance**—perform movements and rhythm patterns. **Music**—sing and play music using dynamics, phrasing, and interpretation. **Theatre**—use mind, voice, and body to create characters and tell stories. **Visual Arts**—create works of art with content that is consistent with media possibilities.	4. use technical skills. **Dance**—perform movements and rhythm patterns with control and expression. **Music**—use accepted performance and expressive techniques (e.g., breath control, posture) while singing and playing music in small and large ensembles. **Theatre**—use scenery, properties, sound, costume, and make-up to communicate locale and mood. **Visual Arts**—experiment and practice with a variety of media to achieve clarity of expression.	4. use technical skills. **Dance**—perform movements and rhythm patterns with appropriate range of dynamics and expression. **Music**—sing or play music with expression and technical accuracy exhibiting a large and varied repertoire of vocal or instrumental literature. **Theatre**—use scenery, properties, sound, costume, make-up, and lighting to communicate locale and mood. **Visual Arts**—explore and practice skills to enhance communication with consistency.
5. identify and use an appropriate symbol system. **Dance**—use dance elements (space, time, energy) to discuss movement and produce movements demonstrated and/or described in words. **Music**—use standard symbols to identify meter, rhythm, pitch, and dynamics. **Theatre**—recognize and use stage direction. **Visual Arts**—recognize and use symbol language appropriate to media used to create works of art.	5. understand and use symbol systems. **Dance**—use dance elements (space, time, energy) to discuss movement and produce movements demonstrated and/or described in words. **Music**—identify and define standard notation symbols including pitch, rhythm, dynamics, tempo, articulation, and expression. **Theatre**—understand and apply stage direction and ground plans. **Visual Arts**—examine the breadth and depth of possible responses presented by media and media techniques.	5. understand and use symbol systems. **Dance**—use dance elements (space, time, energy) to discuss movement and produce movements demonstrated and/or described in words. **Music**—read and use standard and non-standard notation symbols through participation in small and large ensembles. **Theatre**—understand and apply stage direction and ground plans. **Visual Arts**—understand and apply appropriate symbol language to maximize expression in a specific media.

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Arts Content Standard 4

Students analyze characteristics and merits of their work and the work of others.

Rationale

Reflecting on the Arts heightens critical thinking and qualitative judgment. Students practice and use higher order thinking skills of analysis, synthesis, and evaluation to understand works of art.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. use vocabulary of the discipline to describe a variety of works of art.	1. evaluate the quality and effectiveness of their own and other art works by applying specific criteria appropriate to the style and offer constructive suggestions for improvement.	1. evaluate an art work by comparing and contrasting it to similar or exemplary works of art.
2. describe personal works to others.	2. describe the influence of personal experience on the interpretation of works of art.	2. compare and contrast how meaning is communicated in two or more of the students' own works and/or works of others.
3. devise criteria for evaluation.	3. develop and apply criteria for evaluating quality and effectiveness of the work of art.	3. refine specific criteria for making informed critical evaluation of the quality and effectiveness of a work of art.
4. recognize a variety of different responses to specific works of art.	4. describe and compare a variety of individual responses to works of art.	4. analyze various interpretations as a means for understanding/evaluating works of art.

Arts Content Standard 5

Students understand the role of the Arts in society, diverse cultures, and historical periods.

Rationale

It is important for students to be knowledgeable about the nature, value, and meaning of the Arts in the context of their own humanity with respect to community, environment, and culture, including the distinct and unique cultural heritage of Montana's American Indians.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. recognize ways in which the Arts have both a historical and distinctive relationship to various cultures (e.g., American Indian) and media of expression.	1. demonstrate how history/culture and the Arts influence each other.	1. identify and describe the role of the artist in cultures and societies.
2. identify and describe specific works of art belonging to particular cultures, times and places.	2. identify, describe, and analyze specific works of art as belonging to particular cultures, times and places in the context in which they were created.	2. identify, describe and analyze specific works of art as belonging to particular cultures, times and places in the context in which they were created.
3. recognize various reasons for creating works of art.	3. compare various reasons for creating works of art.	3. identify intentions of those creating art works, explore the implications of various purposes and justify analysis.
4. recognize common emotions, experiences, and expressions in art.	4. describe how people's emotions and experiences influence the development of specific art works.	4. analyze contemporary and historic meanings and emotions in specific art works through cultural and aesthetic inquiry.
5. demonstrate appropriate audience behavior for the context and style of art presented.	5. demonstrate appropriate audience behavior for the context and style of art presented.	5. demonstrate appropriate audience behavior for the context and style of art presented.
6. explore their own culture as reflected through the Arts.	6. determine the connection of a work of art to societal and cultural change or preservation, including American Indian culture and art.	6. investigate a variety of artworks from resources in the community and analyze and communicate cultural and historical context.

Arts Content Standard 6

Students make connections among the Arts, other subject areas, life, and work.

Rationale

Arts are part of everyone's daily experience. The Arts reflect the culture that produces them. As students work in the Arts, it is important to understand how the Arts disciplines relate to one another, to other subjects, and to their life.

Benchmarks

Students will:

End of Grade 4	End of Grade 8	Upon Graduation—End of Grade 12
1. identify similarities and differences in the meanings of common terms/elements used in the various Arts.	1. compare and explain how the characteristic materials of each art (e.g., sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) correlate to similar events, scenes, emotions, or ideas.	1. explain how elements, processes (e.g., imagination, craftsmanship) and organizational principles are used in similar and distinctive ways.
2. identify interrelated elements among the Arts and other subject areas.	2. utilize interrelated elements among the Arts and other subject areas.	2. connect and analyze interrelated elements of the Arts and other subject areas.
3. identify the role of the Arts in the world of work.	3. explore vocational and avocational opportunities in the Arts.	3. experience the elements of art careers in a professional setting.
4. identify how art reflects life.	4. identify how works of art reflect the environment in which they are created.	4. analyze how works of art reflect the environment in which they are created.

Arts Performance Standards: A Profile of Four Levels

The Arts Performance Standards describe students' knowledge, skills and abilities in the Arts content area on a continuum from kindergarten through grade twelve. These descriptions provide a picture or profile of student achievement at the four performance levels—advanced, proficient, nearing proficiency and novice.

Advanced	This level denotes superior performance.
Proficient	This level denotes solid academic performance for each benchmark. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
Nearing Proficiency	This level denotes that the student has partial mastery or prerequisite knowledge and skills fundamental for proficient work at each benchmark.
Novice	This level denotes that the student is beginning to attain the prerequisite knowledge and skills that are fundamental for work at each benchmark.

Grade 4 Arts

Advanced A fourth-grade student at the advanced level in the Arts demonstrates superior performance. He/she:

(a) independently creates, performs/exhibits in and responds through a minimum of one art form;

(b) consistently applies, with confidence, the concepts, structures and processes in the four art forms of Dance, Music, Theatre, and Visual Arts;

(c) uses a variety of skills and techniques to express ideas and poses and solves problems in the Arts;

(d) independently practices responsible, safe and appropriate personal and group behavior in the Arts;

(e) analyzes the characteristics and merits of their work and the works of others in the Arts;

(f) consistently recognizes and respects the role of the Arts in his/her society, diverse cultures, and historical periods; and

(g) consistently finds and shares multiple connections among the Arts, other subject areas and life.

Proficient A fourth-grade student at the proficient level in the Arts demonstrates solid academic performance. He/she:

(a) demonstrates the ability to create, perform/exhibit and respond through a minimum of one art form;

(b) applies a basic understanding of the concepts, structures and processes in the four art forms of Dance, Music, Theatre, and Visual Arts;

(c) uses skills and techniques to express ideas and poses and solves problems in the Arts;

(d) practices responsible, safe and appropriate personal and group behavior in the Arts;

(e) communicates an understanding of the characteristics and merits of their work and the works of others in the Arts;

(f) recognizes and respects the role of the Arts in his/her society, diverse cultures and historical periods; and

(g) finds and communicates connections among the Arts, other subject areas, and life.

Nearing Proficiency A fourth-grade student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in the Arts. He/she:

(a) creates, performs/exhibits in and responds with specific directions and assistance through a minimum of one art form in a limited way;

(b) identifies, but has difficulty demonstrating concepts, structures and processes in the four art forms of Dance, Music, Theatre and Visual Arts;

(c) identifies skills and techniques in the Arts and sometimes expresses ideas and poses and solves problems in the Arts;

(d) sometimes practices responsible, safe and appropriate personal and group behavior in the Arts;

(e) sometimes identifies and demonstrates the characteristics and merits of his/her work and the works of others in the Arts;

(f) sometimes recognizes the role of the Arts in his/her society, diverse cultures, and historical periods; and

(g) finds and shares limited connections among the Arts, other subject areas, and life.

Novice A fourth-grade student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in the Arts. He/she:

(a) has difficulty creating, performing/exhibiting in and responding through a minimum of one art form;

(b) demonstrates a limited understanding of concepts, structures, and processes in the four art forms of Dance, Music, Theatre and Visual Arts;

(c) identifies with assistance some of the skills and techniques but does not express ideas or pose or solve problems in the Arts;

(d) has difficulty practicing responsible, safe and appropriate personal and group behavior in the Arts;

(e) seldom identifies the characteristics and merits of his/her work or the works of others in the Arts;

(f) has limited recognition of the role of the Arts in his/her society, diverse cultures, and historical periods; and

(g) has difficulty finding connections among the Arts, other subject areas, and life.

Grade 8 Arts

Advanced An eighth-grade student at the advanced level in the Arts demonstrates superior performance. He/she:

(a) effectively creates, performs/exhibits in and responds through more than one art form;

(b) consistently applies with confidence concepts, structures and processes in the four art forms of Dance, Music, Theatre and Visual Arts;

(c) applies a variety of skills and techniques to effectively express ideas and to pose and solve problems in the Arts;

(d) independently practices responsible, safe and appropriate personal and group behavior in the Arts;

(e) evaluates the characteristics and merits of his/her work and the works of others in the Arts ;

(f) effectively and consistently analyzes the role of the Arts in his/her society, diverse cultures, and historical periods; and

(g) synthesizes and evaluates connections among the Arts, other subject areas, life, and work.

Proficient An eighth-grade student at the proficient level in the Arts demonstrates solid academic performance. He/she:

(a) effectively creates, performs/exhibits in and responds through a minimum of one art form;

(b) applies concepts, processes and structures in the four art forms of Dance, Music, Theatre, and Visual Arts;

(c) uses a variety of skills and techniques, to express ideas and to pose and solve problems in the Arts;

(d) practices responsible, safe and appropriate personal and group behavior in the Arts;

(e) analyzes the characteristics and merits of their work and the works of others in the Arts;

(f) analyzes and clearly describes the role of the Arts in his/her society, diverse cultures and historical periods; and

(g) analyzes and describes connections among the Arts, other subject areas, life, and work.

Nearing Proficiency An eighth-grade student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in the Arts. He/she:

(a) sometimes creates, performs/exhibits in and responds through a minimum of one art form;

(b) applies, with some assistance, a basic understanding of the concepts, structures, and processes in the four art forms of Dance, Music, Theatre and Visual Arts;

(c) identifies skills and techniques and sometimes expresses ideas and poses and solves problems in the Arts;

(d) sometimes practices responsible, safe and appropriate personal and group behavior in the Arts;

(e) describes, with assistance, some of the characteristics and merits of his/her work and the works of others in the Arts;

(f) sometimes identifies the role of the Arts in his/her society, diverse cultures, and historical periods but has difficulty describing that role; and

(g) identifies and describes, with some assistance, limited connections among the Arts, other subject areas, life, and work.

Novice An eighth-grade student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in the Arts. He/she:

(a) seldom creates, performs/exhibits without specific direction, and sometimes responds in a limited way through one art form;

(b) applies, with much assistance, a basic understanding of some of the concepts, structures, and processes in the four art forms of Dance, Music, Theatre, and Visual Arts;

(c) identifies, with assistance, skills and techniques, but has difficulty expressing ideas and posing and solving problems in the Arts;

(d) has difficulty practicing responsible, safe and appropriate personal and group behavior in the Arts;

(e) seldom recognizes the characteristics and merits of his/her work or the works of others in the Arts;

(f) identifies, with assistance, the role of the arts in his/her society, diverse cultures, and historical periods; and

(g) identifies, with difficulty, limited connections among the Arts, other subject areas, life and work.

Upon Graduation Arts

Advanced A graduating student at the advanced level in the Arts demonstrates superior performance. He/she:

(a) creates, performs/exhibits and responds through more than one art form at an accomplished level;

(b) consistently applies, analyzes and interprets the concepts, structures and processes in the four art forms of Dance, Music, Theatre and Visual Arts;

(c) distinguishes and analyzes appropriate skills and techniques to effectively express ideas and to pose and solve problems in the Arts;

(d) independently practices responsible, safe and appropriate personal group behavior in the Arts;

(e) accepts responsibility for the characteristics and merits of their works and appreciates the works of others in the Arts;

(f) effectively and consistently analyzes and evaluates the role of the Arts in his/her society, diverse cultures, and historical periods; and

(g) synthesizes and evaluates connections among the Arts, other subject areas, life, and work.

Proficient A graduating student at the proficient level in the Arts demonstrates solid academic performance. He/she:

(a) creates, performs/exhibits and responds through a minimum of one art form at an accomplished level;

(b) applies varied concepts, processes and structures in the four art forms of Dance, Music, Theatre, and Visual Arts;

(c) demonstrates effective skills and techniques in the Arts to express ideas and poses and solves problems;

(d) practices responsible, safe and appropriate personal and group behavior in the Arts;

(e) analyzes and evaluates the characteristics and merits of their work and the works of others in the Arts;

(f) examines and analyzes the role of the Arts in his/her society, diverse cultures, and historical periods; and

(g) analyzes and responds to connections among the Arts, other subject areas, life, and work.

Nearing Proficiency A graduating student at the nearing proficiency level demonstrates a partial mastery of prerequisite knowledge and skills fundamental for proficiency in the Arts. He/she:

(a) creates, performs/exhibits and responds through a minimum of one art form in a limited way;

(b) applies, with some assistance, concepts, structures, and processes in the four art forms of Dance, Music, Theatre, and Visual Arts;

(c) identifies skills and techniques and sometimes expresses ideas and poses and solves problems in the Arts;

(d) sometimes practices responsible, safe and appropriate personal and group behavior in the Arts;

(e) demonstrates a limited understanding of the characteristics and merits of their work and the works of others in the Arts;

(f) sometimes examines the role of the Arts in his/her society, diverse cultures, and historical periods; and

(g) demonstrates connections among the Arts, other subject areas, life and work.

Novice A graduating student at the novice level is beginning to attain prerequisite knowledge and skills that are fundamental at each benchmark in the Arts. He/she:

(a) creates, performs/exhibits, and responds, with specific direction and in a limited way, through a minimum of one art form;

(b) applies, with much assistance, a basic understanding of some of the concepts, structures, and processes in the four art forms of Dance, Music, Theatre, and Visual Arts;

(c) identifies, with assistance, skills and techniques, but shows limited ability to express ideas or to pose and solve problems in the Arts;

(d) practices, with assistance, responsible, safe and appropriate personal and group behavior in the Arts;

(e) demonstrates, with assistance, a limited understanding of the characteristics and merits of their work and the works of others in the Arts;

(f) rarely examines, without specific direction, the role of the Arts in his/her society, diverse cultures, and historical periods; and

(g) demonstrates, with some assistance, limited connections among the Arts, other subject areas, life and work.

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